DOCUMENT RESUME

ED 314 134 JC 900 066

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|---|---|
| TITLE | Initiating a Fund-Raising Program: A Model for the Community College. |
| INSTITUTION | Council for Advancement and Support of Education, Washington, D.C. |
| REPORT NO | ISBN-0-89964-269-1 |
| PUB DATE | 89 |
| NOTE | 45p. |
| AVAILABLE FROM | Case Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($13.00). |
| PUB TYPE | Books (010) -- Reports - Descriptive (141) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Budgeting; Community Colleges; Corporate Support; *Donors; *Fund Raising; Models; Philanthropic Foundations; *Private Financial Support; *Program Development; School Business Relationship; Two Year Colleges |

ABSTRACT

Prepared to assist community colleges in improving their ability to raise money from the private sector, this monograph guides educators from the exploratory phase into the actual implementation of a new fund-raising program. Chapter 1 raises considerations that should be addressed before a college decides to initiate a major private-sector fund-raising program, focusing on funding needs and problems, untapped private resources, and commitment to the effort. Chapter 2 deals with the necessary steps in forming a foundation. Chapter 3 outlines the roles and duties of the college president, college board of trustees, foundation board of directors, and the chief development officer in the fund-raising program. Chapter 4 provides a month-by-month timetable for establishing the program, beginning with the college president identifying a fund-raising need in Month 1 and ending with the arrival of corporate and foundation responses in Month 30. Chapter 5 lists budget items essential to program success, including professional salaries and benefits, office space, marketing materials, and professional development. Chapter 6 discusses obstacles colleges may encounter such as fears of rejection, competition, involvement, cost, and failure. Chapter 7 identifies possible donors, including corporations, businesses, college trustees, alumni, parents and friends of students, college faculty and staff, and the general public. Appendixes contain a checklist of action steps, a 32-item annotated bibliography, and a list of helpful organizations. (WJT)

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# Initiating a Fund-raising Program:

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Council for Advancement and Support of Education

# Initiating a Fund-raising Program:

## A MODEL FOR THE COMMUNITY COLLEGE

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ISBN 0-89964-269-1

Printed in the United States of America.

In 1974, the American Alumni Council (founded in 1913) and the American College Public Relations Association (founded in 1917) merged to become the Council for Advancement and Support of Education (CASE).

Today, approximately 3,200 colleges, universities, independent elementary and secondary schools, educational associates, and subscribers in the U.S. and 20 countries belong to CASE. This makes ours the largest nonprofit 501(c)(3) education association in terms of institutional membership. Representing the member institutions in CASE are more than 13,500 individual professionals in institutional advancement.

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# Foreword

**"Community colleges have become the largest single sector of higher education in the United States,"** said the Commission on the Future of Community Colleges in a 1988 report, *Building Communities: A Vision for a New Century.*

This important group of institutions plays a major role in educating minorities, immigrants, and displaced workers. More than any other post-secondary educational institution, the community college serves the growing underclass—especially blacks and Hispanics, most of whom come from families that have never attended college. In the current immigration wave—the second largest in American history—many new arrivals look to community colleges for training and acculturation.

But because community colleges assume the lion's share of providing education for this population, they face particular difficulties in funding. Reduced state and local support for education and the shift in federal student financial aid policy from grants to loans have forced community colleges to seek support from the private sector. They must find new sources of revenue to supplement their financial aid budgets.

While independent colleges and universities have raised money from private sources for years, community colleges are just entering the fund-raising field. In 1987 only 200 community colleges conducted active private-sector fund-raising programs.

The goal of this publication, *Initiating a Fund-raising Program: A Model for the Community College,* is to help community colleges improve their ability to raise money from private sources. This monograph is intended for community college presidents, board members, and development officers alike. Without the support and understanding of all these people, the community college fund-raising effort will not succeed.

We would like to thank the Exxon Education Foundation, which provided the funding that made this publication possible. Essential to the development of this project were the members of the advisory committee expressly formed to develop this monograph:

- G. Jeremiah Ryan (Committee Chair), President, SMG Research, and formerly Vice President for Institutional Advancement, Monroe Community College;
- Donald Doucette, Associate Director, The League for Innovation in the Community College;
- James F. Gollattscheck, Executive Vice President, American Association of Community and Junior Colleges;
- Arthur F. Kirk, Jr., President, Keuka College;
- Danette McNamara, Vice President for Development, Rogers State College;
- Charles J. Schulze, Jr., Vice President for Development, College of Lake County;
- Donald L. Singer, President, Crafton Hills College; and
- Nanette J. Smith, Vice President for Development, Edison Community College.

Under the able direction of Jerry Ryan, the committee developed guidelines for what should be included in the final publication and reviewed and critiqued each draft.

In addition to these volunteers, we also recognize the valuable contributions of two CASE staff members in their work with the committee and the development of the monograph: Project Director Mary Joan McCarthy, who is vice president for educational fund raising at CASE, and Jefferson Burnett, executive assistant to the president and director of CASE's programs for two-year institutions.

We hope this publication will help you and your institution as you develop and implement a program to raise funds from the private sector.

*Gary H. Quehl*
President, CASE
November 1989

# Introduction

This monograph is a tool for community college presidents and board members interested in beginning a program to raise substantial funds from the private sector. You may be motivated by urgent need—perhaps the limited supply of public dollars in your region no longer provides adequate support for your college. Or, even if your institution is not in crisis, new sources of private support from your community would enable your college to enhance its offerings beyond the level possible with public funding alone.

In either case you will need to develop and implement a carefully designed plan if your initial efforts at private-sector fund raising are to succeed. To maximize your chances, you should base your plan on realistic expectations about the time required to establish a new fund-raising program, the dollars available for your college, and the methods that can secure these dollars.

In 1987 only 200 of the more than 1,200 community colleges in this country conducted active private-sector fund-raising programs. Some of these programs have become extremely productive—the top eight report total annual incomes exceeding $1 million each. In contrast, other community colleges have invested many hours of time and thousands of dollars in start-up costs for fund-raising programs that failed and were discontinued within two years of their initiation.

Our mission is to provide information that will enable you to move in a logical, productive fashion from the exploratory period into the actual implementation of a new fund-raising program. We include material gleaned from research on the successes and general experiences of your peers. Although this publication will help you get your fund-raising program started, for the specific how-to's of educational fund raising, you will need to consult the sources in the bibliography or attend conferences developed for that purpose.

We hope the model developed in this publication will help your college join the ranks of those public community colleges that serve their communities more fully because they are tapping their resources more completely.

## *Organization*

We use some basic questions as the framework for our material. Chapter 1, "Should Your College Initiate a Major Private-sector Fund-raising Program?" helps you explore whether or not you really want to begin such an effort. If your initial research convinces you that this effort would be worthwhile for your institution, use Chapter 2, "What Is the First Step in Establishing a Fund-raising Program?" to learn about creating a 501(c)(3) foundation. This foundation will serve as the primary vehicle for your fund-raising activities.

Chapter 3, "Who Does What?" discusses the roles of the four major players involved in establishing your program: the college president, the board of trustees, the board of directors of the foundation, and the chief development officer (CDO). In Chapter 4, "What Is a Realistic Timetable for Establishing the Program?" we present a sample timeline that you can modify to suit your own circumstances.

Chapter 5, "How Much Start-up Money Is Enough?" discusses formulation of a budget that will cover the first three years of operation. Chapter 6, "What Obstacles Might You Encounter?" describes five fears that have served as obstacles for some colleges. A discussion of your prospective audiences is presented in Chapter 7, "Whom Can You Target for Your Fund-raising Efforts?" The main body of this monograph ends with a discussion of "What types of fund raising can you initiate?" which features information about some of the methods that worked for community colleges.

Finally, we conclude with an Appendix containing tools designed to facilitate your work as you develop your fund-raising program. You will find a checklist summarizing the action steps described throughout this publication, an annotated guide to some of the best resources in current literature, and a list of organizations that can assist you.

Chapter 1

# Should Your College Initiate a Major Private-sector Fund-raising Program?

Develop your response to this question by first answering the four questions below:

**1. Will your college need to discover new sources of funding in order to carry out current or planned programs during the next three to 10 years?**

**2. Will funding shortages prevent you or others from developing and implementing creative ideas for the enhancement of your college during the next three to 10 years?**

If you are unsure about your answer to either question or if you want evidence to support your answer, conduct an assessment of the financial implications of your college's long-range plan. Form a task force consisting of your senior management staff to review and/or develop specific program cost projections, expected public funding, tuition income, and any other traditional sources of income generally available to your college. If your answer is "yes" to either question 1 or 2 (or both), proceed to question 3:

**3. Does your community or region have private resources that are not fully utilized by your college?**

You or your task force can use the following questionnaire to answer this question:

- What businesses, corporations, and foundations exist in your region and what are their giving records?
- Are any of the companies and foundations major regional or national organizations that have demonstrated generosity to education in general and to community colleges in particular?

- What are the current relationships of these companies and foundations to your college? Can they contribute more than they currently give to you?
- What are the attitudes of your community and its leaders to your college? Are you on good terms with them?
- Does your community include people with abundant wealth? If so, are they giving as much as they can to your college?
- Are you receiving all the financial support that is available from alumni, faculty, staff, and parents and friends of students?

The Chamber of Commerce and the public library can help you gather information about businesses and corporations in your region. The Council on Foundations (see Appendix, page 36) is a national organization that collects information on private philanthropic foundations. In addition, the Council can tell you if a regional association of grant makers serves your area. If there is such an association in your area, it can be a very helpful resource for information regarding both corporate and foundation support.

If your answer to question 3 is "yes," you are ready to explore the last question:

**4. Will your college's leaders be willing and able to commit strong support and sufficient financial resources for three years or more until your fund-raising program begins to earn more than it spends?**

The most important factors influencing the success of a new fund-raising program are *commitment, planning,* and *leadership.* The commitment and effort of the president and trustees during early planning stages, as well as their support during implementation, will be key determinants of the program's impact. Thus, it is crucial that the answer to question 4 be affirmative. The president and the trustees are responsible for deciding whether or not to undertake the program.

They must fully understand and commit themselves to the process, the premises upon which the process is based, the essential ingredients for establishing the program, and the operating strategies for executing it.

During the 1970s, a large number of community colleges initiated private-sector fund-raising programs. Many of these early projects were ill-conceived and grounded in less than adequate preparation or commitment to the process. As a result, some of them were short-lived and unsuccessful.

As leaders, the president and trustees must have realistic expectations about the potential costs and accomplishments of a fund-raising program. It is essential to understand from the beginning that you don't just hire a chief development officer (CDO) and ask for money. You must create a strong base for your program by researching the potential resources and establishing relationships with prospective donors before making any major requests for support.

To develop an answer to question 4, you might use a task force to formulate a tentative general budget. Plan the budget with the assumption that it will probably be three years from the time you hire a CDO until your new program begins to earn more than it spends. While it is possible to raise small amounts of private-sector funding much more quickly, programs seeking to secure major contributions on an ongoing basis will require a lengthy start-up period. Rarely have successful programs become self-supporting in less than three years, and some have taken even longer.

You need to produce realistic yet flexible financial estimates that can be reviewed by your board of trustees. Once the CDO and foundation directors are in place, they will mold the budget to fit specific needs of your evolving program. (Chapter 5 provides more details on the budget for an ongoing program.)

Finally, it is important to understand that your development staff won't operate in isolation. Successful fund-raising initiatives involve a coordinated, ongoing effort by all the key players—the college president and trustees, development staff members, and foundation directors. A majority of trustees must be willing to support the effort enthusiastically. If they are not supportive now, one of your first tasks will be to cultivate their interest if possible or to replace some of them with new people who will support your fund-raising effort.

Once you have answered these questions and considered the potential uses for the dollars you hope to raise, you are ready to decide whether to initiate a fund-raising program for your college.

*Summary*

If you have decided:

1. your college needs or could benefit substantially from private-sector dollars,
2. potential sources for these dollars exist in your region, and
3. strong leadership support and a three-year commitment of resources are available,

then you are ready to begin establishing your private-sector fund-raising program.

Chapter 2

# What Is the First Step in Establishing a Fund-raising Program?

Once you have decided to begin your new program, you will need to form a 501(c)(3) foundation.

**1. Why should a college form a foundation? Can't it raise funds without adding that complication?**

A community college should create a 501(c)(3) foundation as an explicit vehicle for raising tax-deductible funds from the private sector. As a separate, not-for-profit corporation, the foundation can receive and disburse significant private gifts to the college free of troublesome local, state, and federal regulations. If you operate without a foundation, the private dollars you raise may interfere with your allocations from local and state sponsors.

Forming a separate foundation also creates an opportunity to recruit new people who will become enthusiastic supporters of your college. Individuals from many sectors of the community will become active as board members of the foundation, expanding the base of volunteers involved with and committed to the future of your college.

**2. How do you establish a foundation?**

You will need to obtain the counsel of the college's lawyer and, if necessary, an outside attorney knowledgeable about IRS regulations. You must first apply to your state for corporate status; this usually involves a three- to six-month wait for approval. Once the state approves formation of the corporation, you must file with the IRS for 501(c)(3) status. IRS approval will take an additional four to six months, but the status is retroactive to the filing date.

As you prepare applications for corporate and tax-exempt status, be very careful as you write descriptions of the corporation, its mission, and its powers. Keep these important considerations in mind:

- **the tax deductibility of contributions:** Review the IRS document when it arrives to make certain it states clearly that contributions received by the foundation are tax deductible by donors under Section 501(c)(3). It should also indicate that the foundation is an organization described under Section 509(a)(1) and Section 170(b)(1)(A)(iv) to guarantee tax deductibility for donors.

- **full compliance with state regulations affecting the foundation:** The relationship between your college's board of trustees and the foundation board of directors must comply with state regulations. These vary from state to state. It is important that your legal counsel and trustees become familiar with your state's guidelines, taking them into account and anticipating sources of difficulty when they are creating the foundation and authorizing its powers.

- **development of an "enabling action" and a "memo of understanding":** The "enabling action" created by the college board must be prepared very carefully. It should state the purpose for creating the new foundation as well as relevant restrictions, limitations, and parameters. Some college boards have found it helpful to pass an additional "memo of understanding" that specifies in greater detail the nature of the relationship between the college board of trustees and the foundation board of directors, including the roles and rights of each. Experience will bring wisdom regarding the relationship between the trustees and the directors. Creating a memo of understanding separate from the enabling action will make future amendments easier to enact.

### 3. How are typical foundation boards structured?

Community college foundation boards generally have from 15 to 30 members. Each college's particular circumstances and the size of the projected donor base help determine the number. Members are usually elected to three-year terms on a rotating basis, with one-third of the terms expiring each year. Directors generally have an opportunity to serve at least two consecutive terms.

Chapter 3

# Who Does What?

A recent doctoral dissertation examining the characteristics of effective private fund-raising programs in two-year colleges identifies three factors as most important for success:

- presidential support and commitment to the fund-raising program;
- involved board members who personally give and participate in the program; and
- a knowledgeable and motivated chief development officer (McNamara, 1988).

Involving the right people and using them well are critical to the success of your effort. But considering the presence of so many players, you may well wonder who does what.

### 1. What is the college president's role?

Once your college has decided to establish a fund-raising program, the president has a variety of functions including:

- maintaining administrative control and accountability to the trustees for all activities of the college, including fund raising;
- providing enthusiastic and inspiring leadership for the other major players;
- recruiting, orienting, supervising, and evaluating the CDO;
- delegating to the CDO some of the president's powers for the preparation and execution of a fund-raising effort;
- working with the CDO and the college trustees to recruit and orient foundation directors;
- helping to develop effective communications between the board of trustees of the college and the board of directors of the foundation;
- opening doors in the community for the CDO and the foundation directors as appropriate (the directors will be opening doors for the president and the CDO as well); and
- participating in relationship-building with, and formal presentations to, potential major funders.

The president's major function is to serve as an inspiring leader. His or her encouragement, support, and participation will motivate staff, trustees, and directors to work diligently, set ambitious goals, and accomplish these goals.

### 2. What is the role of the college board of trustees?

The college board's responsibilities include:

- setting policy for the college and approving its action plans;
- authorizing formation of the foundation and making careful provision for liaison and control;
- setting fund-raising priorities;
- translating the priorities into specific parameters of the foundation's operations;
- approving the president's selection of CDO;
- approving the foundation's action plans;
- actively assisting the CDO and foundation directors within any legal restraints set by the state;
- providing financial contributions to the foundation; and
- representing and promoting the college favorably in the community at large.

The role of college trustees in fund raising does not end with the formation of a foundation. While the foundation board will often become the most visible force in the college's effort to attract private dollars, trustees with an interest are always welcome members of the fund-raising team.

### 3. What is the role of the foundation board of directors?

The foundation board's responsibilities include:

- setting policy and developing action plans for the foundation;
- providing financial support for the foundation;
- becoming familiar with and acting in accordance with the college's goals and objectives;
- representing and promoting the college favorably in the community at large;
- identifying prospective donors and cultivating their interest in giving;
- asking for contributions from prospective donors; and
- acting as trustees of the foundation on behalf of its donors.

Each director should be loyal to the president and the CDO and also engage in vigorous interchanges with them to achieve excellence in the planning and implementing of fund-raising efforts.

**4. Who are the best people to recruit as foundation directors?**

Expertise in many areas, including finance, business, marketing, public affairs, fund raising, and more, is needed to help the foundation succeed. People with valuable skills include:

- businessmen and women, especially self-starters and successful CEOs, whether of large or small companies;
- salespeople with good marketing and presentation skills;
- alumni of your institution;
- bankers and trust officers;
- lawyers;
- senior executives of large corporations who have skills in finance, marketing, sales, public relations, and advertising;
- leading citizens or dignitaries in the community;
- wealthy individuals;
- representatives from the media (print and electronic), including television personalities;
- political figures (but only if their involvement does not constitute a conflict of interest);
- sports figures; and
- prominent educators.

Whatever their particular area of expertise, all foundation directors should possess enthusiasm, potential influence among prospective donor categories, and commitment to both the college and the community. Effective directors will provide influence with wealthy individuals and business leaders, community visibility and endorsements, and the ability to attract the public to special events on campus. Increasingly, community colleges are seeking young, energetic, and aggressive local citizens to participate on their foundation boards.

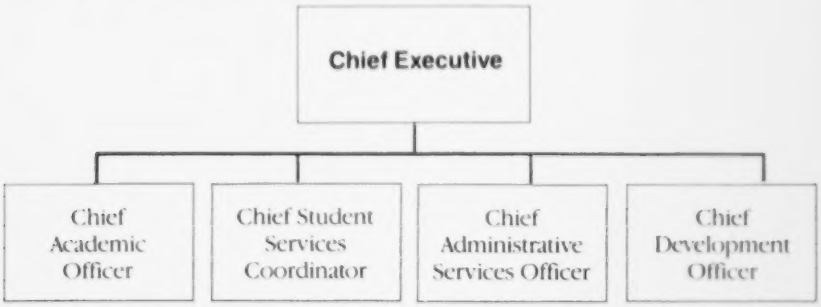
### 5. What are the duties of the chief development officer and who can best carry them out?

The CDO's responsibilities include:

- providing leadership and direction to the fund-raising program;
- planning, organizing, managing, evaluating, and controlling the fund-raising efforts;
- working with the president and board members to identify, recruit, and motivate volunteers; identify needs and priorities; and seek funding;
- developing effective communications between the foundation board and the college board;
- managing relationships with board members, other volunteers, prospective donors, and donors;
- identifying, cultivating, and soliciting donors;
- conducting prospect research and maintaining a prospect and gift records management system; and
- providing stewardship reports to all funding sources.

This is not a position that could be handled easily by a retiree or an enthusiastic but inexperienced person. A better choice would be someone currently serving as CDO or assistant CDO at another community-based organization. Ideally this person would have served an apprenticeship under an experienced professional and become thoroughly familiar with every aspect of fund raising. He or she must be able to give counsel to and handle complex relationships with the college president, college trustees, and foundation directors who are new to private-sector fund raising.

A common table of organization for community colleges with successful development programs is as follows:




*(Developed by Nanette J. Smith and G. Jeremiah Ryan)*

### 6. How do you recruit the CDO?

Begin by developing a job description and establishing a range for the compensation package. You have to offer an adequate salary and benefit package to attract candidates with the experience you need. Talk with other community college presidents and CDOs in your area to gather information about their job descriptions, potential candidates, and salary requirements.

Remember that the return on the investment you make in your CDO is often directly proportional to the size of the investment. You should attempt to make sufficient funds and other resources available in order to attract the most experienced and gifted professional possible.

Additional recruitment information and assistance are available from several resources:

- *The Chronicle of Higher Education* lists employment opportunities throughout the nation. You can learn the range of abilities and experience being sought by other institutions.
- The Council for Advancement and Support of Education (CASE), the National Council for Resource Development (NCRD) of the American Association of Community and Junior Colleges (AACJC), and the National Society of Fund Raising Executives (NSFRE) can provide information as well as refer you to candidates for your position or to organizations that will conduct a search for you. Consult the Appendix, pages 35-39, for addresses and phone numbers.

## Reference

Danette L. McNamara, "Characteristics of an Effective Two-Year College Private Fund-Raising Program." Doctoral Dissertation, Oklahoma State University, 1988.

Chapter 4

# What Is a Realistic Timetable for Establishing the Program?

It will almost always take longer than you expect to establish your program. Remember that you are investing in a long-term endeavor—this may help you remain patient. While no timetable can be 100 percent accurate in projecting a schedule that will fit every program, the following sample provides general guidelines. Modify it to suit your own circumstances.

| Month | Activity |
|---|---|
| 1 | President identifies need for private-sector fund raising, brings issue to board of trustees, and requests formation of task force. |
| 2 | Task force is formed and sent first documents. |
| 3 | Task force meeting #1 outlines additional information needed regarding college financial projections and untapped resources in the community; assignments set for gathering information. |
| 4-5 | Task force assignments executed with cooperation from college staff, local officials, industry leaders, state economic forecasters. Report prepared regarding needs for three to 10 years and potential resources for support. |
| 6 | Task force meeting #2 concludes that program should be implemented. Assignments made for research on establishing the program, including working with lawyer, contacting other colleges with successful programs, etc. |
| 7 | Assignments executed. |
| 8 | Task force meeting #3 outlines action plan for establishing program and budget requests for finance committee. |
| 9 | Board of trustees meets, approves task force recommendations, obtains finance committee approval for expenses. |

| Month | Activity |
|---|---|
| 10 | President begins formal search for CDO (president may have done groundwork earlier), and college attorney initiates formation of foundation. |
| 11 | Attorney submits list of data required for incorporation of foundation. |
| 13-14 | Board approves president's selection for CDO. |
| 15 | CDO begins work; development office budget established. President and CDO agree on recommendations to college board for charter of foundation; papers are filed; recruitment of foundation directors begins. |
| 18 | Corporate papers received from state. First meeting of foundation board held to set agenda, complete recruitment, act to file IRS application for 501(c)(3) status. |
| 19 | Long-range plan, mission statement, and budget projections refined, leading to refinement of financial needs. |
| 20 | Development office and support staffing completed; research functions begin; preparation of publications and other marketing tools begins. Some preliminary relationship-building with potential donors may start. Some minor gifts may be committed once process of relationship-building is under way. |
| 23 | IRS approves 501(c)(3) status. |
| 24 | Detailed fund-raising action plan presented to foundation and college boards for adoption; implementation begins. |
| 25 | Case statement for fund-raising program is completed and published; planning for special events/activities begins (events and mailings involving alumni, community, etc.). |
| 26 | CDO initiates formal solicitations with assistance from president, trustees, directors. |
| 27 | First efforts bring modest results and/or encouragement to submit grant proposals; proposal writing begins. |
| 28 | First grant proposals are submitted; special events/activities initiated. |
| 30 | Corporate and foundation responses begin to arrive. Full fund-raising process is now under way. |

Chapter 5

# How Much Start-up Money Is Enough?

Your initial budget should include the following elements:

1. professional salaries and benefits;
2. support staff salaries and benefits;
3. office equipment and supplies, including computer hardware and software;
4. office space;
5. telephone;
6. postage;
7. marketing materials, including production and printing of publications, video production;
8. travel;
9. professional development; and
10. hosting.

All of the items listed above are essential for the success of a new program. Support staff and adequate office equipment prevent the professional staff members from functioning as part-time secretaries and enable them to accomplish more in a shorter period of time. Travel and professional development dollars enable the CDO and the president to take advantage of educational programs offered by the Council for Advancement and Support of Education, the National Society of Fund Raising Executives, and other organizations. Hosting is a necessary part of the cultivation process when the college is building or maintaining relationships with donors.

The task force should develop a first draft of the budget before recommending that the college trustees initiate the new program. Once the CDO is in place, he or she should work with the president and foundation directors to develop a more detailed budget.

During the first year or two, your budget will change many times as it is molded to suit your evolving program. During this period, review the budget frequently, perhaps quarterly, to make sure that all needs are being met.

In Chapter 1 we discussed the importance of allocating funding that will cover three years of operations for your new program. The most common mistake community colleges make when beginning a fund-raising program is to expect that it will be self-supporting after one year. While some new gift income will accrue during the first two years, by the end of the second year very few colleges have raised as much money as they have spent on the program. If you set unrealistic expectations, your preparations will be hurried and you will not be able to develop a sound base for the long-range success of your program. In fact, insufficient funding for the start-up period may well become wasted funding.

Chapter 6

# What Obstacles Might You Encounter?

In a recent work, *Corporation and Foundation Giving to Community Colleges,* Ryan found a number of fears that serve as obstacles when community colleges consider venturing into private-sector fund raising:

- **fear of rejection:** Public community college trustees and presidents fear the public will respond negatively to their solicitations because their institutions are supported by taxes.
- **fear of competition:** Private colleges and universities have long and successful fund-raising histories and have established large, experienced development staffs.
- **fear of involvement:** Many public community college presidents find fund raising a threatening, unfamiliar activity. Others are simply wary of the time commitment a new program would require from them.
- **fear of the cost:** Many colleges approach private-sector fund raising on a tentative, cautious, low-cost basis because it is so new.
- **fear of failure:** All of the above fears add up to an aggregate fear that the college will fail in its effort to establish a successful program (Ryan, 1989).

You can't ignore these fears but you can prevent them from becoming insurmountable obstacles for your college. Prepare carefully for your program by researching successful efforts at other colleges to learn what worked for them (and what didn't). Then allocate the resources necessary to give your new program a chance.

## Reference

G. Jeremiah Ryan, *Corporation and Foundation Giving to Community Colleges.* Washington, DC: American Association of Community and Junior Colleges, 1989.

Chapter 7

# Whom Can You Target for Your Fund-raising Efforts?

Businesses and corporations, foundations, college trustees, and foundation directors, alumni, parents and friends of students, wealthy individuals, college faculty and staff members, and the general public are all possible sources of funding.

### Businesses and corporations

Businesses and corporations are the most important target audiences for the community college. Community colleges have a strong, mutually beneficial relationship with companies because so many community college students take vocational programs that are designed with the needs of local businesses and corporations in mind. Community colleges meet the training needs of corporations in their region and provide well-prepared graduates for area businesses. In return, employers provide intern experiences, placement opportunities, and other types of assistance to the colleges.

Corporations have actually been the most valuable source of private dollars for community colleges to date. As the figures below show, corporations increased their giving to community colleges by nearly 76 percent from 1984-85, when they gave $10 million, to 1986-87, when they gave $17.6 million (Council for Aid to Education, 1984-87).

| Year | Number of Institutions Reporting | Giving by Corporations |
|---|---|---|
| 1986-87 | 133 | $17,613,000 |
| 1985-86 | 151 | $16,393,000 |
| 1984-85 | 96 | $10,017,000 |

According to Richard J. Pokrass, corporations give to community colleges for four primary reasons:

1. The colleges are an integral part of the communities in which company plants are located.
2. The colleges provide new employees for the companies.
3. The colleges offer training programs for current company employees.
4. The colleges serve children of employees (Pokrass, 1988).

The principal vehicle for corporate support to community colleges is matching gifts. Corporations also mention scholarships, capital grants, unrestricted operating grants, gifts of equipment, and cooperative education jobs as leading vehicles for their philanthropy.

Articles and reports listed in the bibliography detail the range of potential relationships that a college can cultivate with businesses and corporations.

### Foundations

During recent years, foundations have been increasing their giving to public community colleges at an even greater rate than corporations. *Voluntary Support of Education* reported that foundations increased their gifts to public two-year colleges by nearly 125 percent from 1984-85, when they gave $2.89 million, to 1986-87 when the total was $6.50 million.

| Year | Number of Institutions Reporting | Giving by Foundations |
|---|---|---|
| 1986-87 | 133 | $6,499,000 |
| 1985-86 | 151 | $4,857,000 |
| 1984-85 | 96 | $2,891,000 |

### College trustees and foundation directors

Because college trustees are often chosen through political appointment or election, they tend to be overlooked as sources of funding. Even though they may begin their service to the college without a clear understanding of their role in its funding, their financial support can and should be cultivated. Additionally, if the college trustees are given the opportunity to nominate other people to the board, they should be encouraged to consider persons of affluence as well as influence.

When the CDO prepares the job description for foundation directors, he or she should include a clear statement that directors are expected to support the college financially. Every college trustee and foundation director should be committed to making an annual contribution of a self-determined amount. When you approach others for gifts, it is important to be able to state that 100 percent of the trustees and directors support the college financially.

### Alumni

For several reasons, alumni traditionally have not been a significant community college fund-raising target. First, colleges have only recently begun to maintain adequate records of or communications with graduates and former students. The evidence indicates that good record-keeping, coupled with a well-conceived and well-executed program of regular communications, can enhance alumni responsiveness to requests for contributions. Colleges that communicate with alumni only to ask for money do not generally have a great deal of success.

A 1985 article by Stephen Wise and Marlene Camper suggested that the great diversity in age, race, economic and social backgrounds, interests, and ability levels of community college students creates challenges for fund-raising efforts (Wise and Camper, 1985). Recent changes in the enrollment constituency of community colleges suggest that the potential of alumni donors may be changing.

Finally, community colleges have often viewed the community around them as a substitute for the alumni body. Charles Polk, president of Daytona Beach Community College in Florida, paraphrased a popular view when he stated in 1979, "We must forget about the lack of an alumni association and think about our community as an alumni association" (Polk, 1979). While the college should certainly extend its fund-raising efforts to the community at large, new attention to alumni can also be productive.

### Parents and friends

Parents and friends are almost never reported as a separate source of contributions to community colleges; they are usually included in the figures for the local community. They may give to the college, but if so, they do it as part of the community and not because they have been identified as a target audience.

### Other major individual donors

Although major individual donors provide large gifts of cash, real estate, and willed or bequested funding for liberal arts colleges, their potential as donors to public community colleges is largely untested. Few data are available on giving by such individuals to community colleges; their contributions usually have been included in the general community category.

### Sources and purposes of private-sector funding

In 1986-87, the Council for Aid to Education reported the following percentages of giving by different sources to community colleges:

| Source | All Higher Education (percent) | Community Colleges (percent) |
|---|---|---|
| Alumni | 27.6 | 11.2 |
| Other individuals | 24.2 | 27.2 |
| Businesses/corporations | 21.4 | 40.5 |
| Foundations | 17.8 | 15.0 |
| Religious organizations | 2.4 | 0.1 |
| Other sources | 6.6 | 6.0 |

There are three primary uses for private-sector dollars: annual operating funds, capital funds, and endowment funds.

**Annual operating funds.** Dollars raised as annual funds help balance the current operating budget. They often enable the institution to avoid borrowing money in order to pay its bills. One strategy to avoid the legal and political conflicts that are sometimes created by general private-sector annual fund campaigns is to initiate "special project" efforts within the annual fund. Special project campaigns fund specific needs not covered in state or local tax-based appropriations for the general operating budget.

**Capital funds.** Capital funds finance one-time expenditures that are not included in the current operating budget, such as major equipment, building renovation, or new construction. Most community colleges are successful in raising capital funds for items not covered by appropriations.

**Endowment funds.** Endowments provide dollars that can be invested so that the interest earned supplements the current operating budget, provides scholarships, creates endowed faculty chairs, and more. Endowment fund raising is so new at the community college level that it's difficult to assess its potential. Other needs are so critical that public community colleges have not generally focused on establishing endowments.

### What types of fund raising can you initiate?

The techniques for private-sector fund raising are limited only by your imagination. Every college has the resources to develop unique activities particularly suited to its needs and its potential donors. Common techniques include personal solicitation, grant proposals, special events, business and industry events on campus, phonathons, limited direct mail efforts, and gift clubs.

Of special value are activities that take the college out into the community or bring the community onto campus. Creative college presidents and CDOs are not afraid to experiment with new programs that bring the college and the community closer together. Activities like student recruitment carried out in the community, park and roadway clean-ups, holiday celebrations on campus that include the public, and similar events help place your college in the public's eye and enhance responsiveness to future requests for dollars. (See the bibliography for resources on specific fund-raising techniques.)

The matrix on the next page, which is based on research conducted by G. Jeremiah Ryan, can help you assess your college's fund-raising potential.

## Typical Factors Contributing to Successful Fund-raising Programs

| | Characteristics of Area | Organization | Program | Benefit |
|---|---|---|---|---|
| **High Potential Program** | Urban/large suburban population. Significant number of graduates in community. Significant mix of manufacturing and other businesses.<br>Significant enrollment. Willingness to expend significant institutional funds for staff support. | Classic organization, headed by chief development officer with two to three professional staff.<br>Large foundation board comprised of influential corporate and community types.<br>President is key to success. Staff makes the process professional. | Approach alumni, parents, nonalumni, corporations, and foundations.<br>Conduct annual, corporate, foundation, special/capital, and planned giving programs. | Scholarships, staff development, institutional equipment, innovative programs, buildings, endowments. |
| **Medium Potential Program** | Small to midsize suburban population. Moderate number of graduates in area. Moderate enrollment.<br>Economy is largely small businesses, perhaps one or two significant manufacturers. | Development function as part of grants/contracts/resource development area.<br>Large foundation board comprised of influential corporate and community types.<br>Reliance on volunteer (foundation/board) assistance. Staff coordinates the process. | Approach businesses and community foundations. | Special projects and scholarships. |
| **Low Potential Program** | Rural population. Few graduates in area. Small to moderate enrollment.<br>Economy is agribusiness or small business dominated. | Private fund raising limited in scope.<br>Foundation board is moderate in size but may be comprised of the most influential people in the area. | Special events. | Scholarships and special projects. |

## References

Marlene W. Camper and Stephen R. Wise, "Fund Raising for Two-Year Colleges," in Michael J. Worth, ed., *Public College and University Development.* Washington, DC: Council for Advancement and Support of Education, 1985.

Council for Aid to Education, *Voluntary Support of Education.* New York: CFAE, 1984-87.

Richard J. Pokrass, "Corporate Giving to Two-year Colleges." CURRENTS, January 1988, pp. 38-40.

Charles H. Polk, "Why Public Colleges Need Private Funds," in John E. Bennett, ed., *Building Voluntary Support for the Two-year College.* Washington, DC: Council for Advancement and Support of Education, 1979.

# Appendix

This Appendix contains tools designed to facilitate your work as you develop a fund-raising program for your college. The "Checklist of Action Steps" summarizes the process described in this publication to develop and implement such a program. The "Annotated Bibliography" lists resources that will be helpful at each stage of the process. And the last section, "Organizations That Can Help," gives addresses and phone numbers of those groups with an interest in two-year colleges, as well as a list of reference collections and centers.

# Checklist of Action Steps

I. Determine whether your college should initiate a private-sector fund-raising program.
   A. Answer four questions:
      1. Will your college need to discover new sources of funding in order to carry out current or planned programs during the next three to 10 years?
      2. Will funding shortages prevent you or others from developing and implementing creative ideas for the enhancement of your college during the next three to 10 years?
      3. Does your community or region have private resources that are not fully utilized by your college?
      4. Will your college's leaders be willing and able to commit strong support and sufficient financial resources for three years or more until your fund-raising program begins to earn more than it spends?
   B. If necessary, form a task force to answer the four questions and carry out initial planning.
   C. Present recommendations to the college board of trustees.
   D. Make a decision about initiating the program.

II. Establish a 501(c)(3) foundation.
   A. Consult with attorneys; provide necessary information.
   B. File for incorporation with the state.
   C. File for 501(c)(3) status with the Internal Revenue Service.

III. Secure resources needed to carry out the program.
   A. Allocate three-year financial support.
   B. Secure chief development officer.
   C. Secure foundation directors.
   D. Complete staffing for foundation.
   E. Provide adequate office space, equipment, and supplies.

IV. Initiate planning process and other preparations for program.
   A. Prepare fund-raising materials.
   B. Identify potential donors and fund-raising activities.
   C. Gather information about potential donors.
   D. Begin establishing relationships with potential donors.
   E. Plan special events.

V. Initiate solicitations and special events.

# Annotated Bibliography

Arthur Andersen and Co. *Tax Economics of Charitable Giving.* 10th ed. New York: Arthur Andersen, 1988. This basic reference for campus leadership will help you answer donors' questions; two-volume set.

Bargerstock, Charles T. *Educational Fund Raising and the Law.* Washington, DC: Council for Advancement and Support of Education, 1984. Covers the technicalities associated with various types of gifts and trusts, the legal responsibilities of fund raisers, the laws relating to solicitation and the administration of charitable funds, and tax laws that influence how much and in what manner a donor can give; 81 pages.

Bryant, Peter S., and Jane A. Johnson, eds. *Advancing the Two-Year College.* New Directions for Institutional Advancement No. 15. Washington, DC: Jossey-Bass and Council for Advancement and Support of Education, 1982. This pioneer collection includes 12 chapters designed for two-year practitioners by some of the leaders in the field; a standard library resource; 113 pages.

*Case Studies in Matching Gift Administration: A Workbook.* Washington, DC: Council for Advancement and Support of Education, 1988. Ten hypothetical case studies designed to help both institutional development officers and corporate matching gift officers identify and prevent matching gift fraud and abuse; prepared by the Joint Task Force on Matching Gifts (CASE, Council for Financial Aid to Education, and National Association of College and University Business Officers); 28 pages.

*Constituency Fund Raising.* A special section in CURRENTS focuses on ways to organize constituency fund raising to get the most from development officers, deans, and donors. Addresses the advantages and disadvantages of centralized and decentralized fund raising; March 1985, 72 pages.

*Creating Corporate-Campus Partnerships.* A special section in CURRENTS explains the basis of today's corporate-campus relationships; tells you what to consider in promoting and maintaining a "philanthropic partnership" for your institution; also includes how an institution can engage in large-scale business development, such as research parks; March 1988, 72 pages.

CURRENTS, Council for Advancement and Support of Education, 11 Dupont Circle, Suite 400, Washington, DC 20036. This magazine is published 10 times a year for advancement professionals and member institutions of CASE. It features information on public issues affecting higher education and articles and research related to institutional advancement.

*The Foundation Directory* and *Supplement*, The Foundation Center, 79 Fifth Ave., New York, NY 10003. Biennial *Directory* offers comprehensive information on over 5,000 corporate, independent, and community foundations holding over $89 billion in assets and awarding $5.3 billion in grants annually. *Supplement*, published in alternate years, offers updates on over 2,000 foundations.

Gooch, Judith Mirick. *Writing Winning Proposals.* Washington, DC: Council for Advancement and Support of Education, 1987. This uncommonly clear and precise guide explains how to organize your proposal so that it meets the donor's needs as well as your own; make your case with the most thorough, yet concise, information; and administer proposal follow-up; 87 pages.

Gorman, Brian, ed. *Finding Lost Alumni: Tracing Methods Used by 19 Institutions.* Washington, DC: Council for Advancement and Support of Education, 1981. Based on data from a nationwide survey of large and small institutions. Includes sample postcards and questionnaires as well as articles on record-keeping from other sources; 30 pages.

*Guidelines for the Administration of Matching Gift Programs.* Washington, DC: Council for Advancement and Support of Education, 1983. An overview of procedures for soliciting, receiving, recording, and acknowledging matching gifts. Provides recommendations on the responsibilities of donors, recipient institutions, and companies sponsoring matching gift programs; prepared by the Joint Task Force on Matching Gifts; 13 pages.

Heemann, P. Warren, ed. *Criteria for Evaluating Advancement Programs,* 2nd ed. Washington, DC: Council for Advancement and Support of Education, 1989. Developed by the CASE professional area advisory committees, the criteria can be used for internal or external audits. Lists questions for evaluating alumni relations, fund raising, government relations, institutional relations, periodicals, publications, student recruitment, and management; 26 pages.

Hesse, Robert R., and James D. Van Houten, eds. *Handbook for Emerging Alumni Programs.* Washington, DC: Confederation of Alumni Associations of the State University of New York. The basics of organizing the alumni association: constitution and bylaws, the governing board, committees, communications, record-keeping, annual giving, and phonathon solicitations; 170 pages.

*Management Reporting Standards for Educational Institutions.* Washington, DC: Council for Advancement and Support of Education, 1983. Includes definitions to help create a cost-reporting standard for educational fund raising. Provides information on compiling results of fund-raising programs, comparing results with those of similar institutions, and monitoring the relationship between the cost of fund raising and related activities and the results; cosponsored by CASE and the National Association of College and University Business Officers; 18 pages.

Martin, Cheryl L., and Andrew Simon, comp. *Matching Gift Details 1989.* Washington, DC: Council for Advancement and Support of Education, 1989. A comprehensive guide to 1,043 companies that currently match employees' gifts to colleges, universities, and elementary and secondary schools. It also covers companies currently matching to nonprofit cultural organizations, public television and radio, hospitals, and health and social service organizations. Entries for each company expand on the information in "Double Your Dollars" leaflets; 160 pages.

*Matching Gift Leaflet Series 1989-90.* "Double Your Dollars" leaflets are designed for use as an insert to fund-raising mailings. Each piece briefly explains how companies match employees' contributions to a particular type of nonprofit organization. It lists those corporations that will match gifts and shows your donors how to get their gifts matched by their companies. The leaflet is available in four separate formats that list firms contributing to higher education; secondary and elementary schools; nonprofit cultural organizations and public television and radio; nonprofit hospitals, the United Way, and health, social service, environmental, and civic organizations; prepared by CASE's National Clearinghouse for Corporate Matching Gift Information.

*Matching Gift Notes.* Published by CASE's National Clearinghouse for Corporate Matching Gift Information, this quarterly newsletter keeps you updated between editions of *Matching Gift Details.* New matching gift companies are listed in the same format as in *Details,* and program changes for existing programs are noted. Each issue also includes articles covering the latest news and projected trends in the field and news briefs from leaders in the corporate, education, and nonprofit communities.

Mitzel, David P., ed. *Resource Development in the Two-Year College.* Washington, DC: National Council for Resource Development, American Association of Community and Junior Colleges (AACJC), 1988. Case studies of successful development programs in community colleges; 327 pages.

Murphy, Mary Kay, ed. *Cultivating Foundation Support for Education.* Washington, DC: Council for Advancement and Support of Education, 1989. These 26 essays show you how to understand a foundation's mission; research potential foundation matches; make the initial approach; develop a winning proposal; and administer a grant to create a lasting partnership; 210 pages.

Pray, Francis C., ed. *Handbook for Educational Fund Raising.* San Francisco: Jossey-Bass, 1981. A comprehensive resource covering annual giving, capital campaigns and major gifts, support potential of institutional constituencies, volunteers, operational efficiency, and skills and concerns of development officers. Also contains special resources such as a sample audit report, a case statement of development goals, a bibliography, and a reading list; 442 pages.

*Proposal Writing.* A special issue of CURRENTS tells you how to learn about prospects before you write your proposals and gives you a basic bibliography of sources that will help you do it. Also includes the basics of effective proposal writing, from content to structure to length; advice from CASE members on dealing with problem situations; and pet peeves of grant makers; October 1988, 80 pages.

Quigg, H. Gerald, ed. *The Successful Capital Campaign: From Planning to Victory Celebration.* Washington, DC: Council for Advancement and Support of Education, 1986. A comprehensive manual presenting an in-depth look from 21 fund-raising pros who provide insight on every aspect of the

capital campaign, including its history, value, and purpose; long-range planning; the role of the president and the board of trustees; and more. Covers all the ingredients you need to run a smooth campaign. Looks at the campaign case statement, plan, organization, budget, goals, calendar, PR, and publications; 188 pages.

Reilley, Timothy A., ed. *Raising Money Through an Institutionally Related Foundation.* Washington, DC: Council for Advancement and Support of Education, 1985. An in-depth look at how institutionally related foundations across the country are organized, controlled, staffed, financed, and operated. Special chapters focus on unique considerations of the community college, health-related, or special-interest foundation; 83 pages.

Rowland, A. Westley, ed. *Handbook of Institutional Advancement,* 2nd ed. San Francisco: Jossey-Bass, 1986. With a foreword by James L. Fisher, this should be a cornerstone in the collection of any institutional advancement professional; the book covers management strategies, institutional relations, educational fund raising, alumni administration, government relations, constituent relations, periodicals, enrollment management, and other topics; 796 pages.

Rowland, A. Westley, comp. *Key Resources on Institutional Advancement: A Guide to the Field and Its Literature.* San Francisco: Jossey-Bass, 1986. An annotated bibliography on institutional advancement in higher education; 275 pages.

Ryan, G. Jeremiah, and Nanette J. Smith, eds. *Marketing and Development for Community Colleges.* Washington, DC: Council for Advancement and Support of Education, 1989. This book will help community colleges structure and maintain successful institutional advancement programs. Chapters focus on how the various issues affect the modern community college professional. Topics include organization, the community college president, the chief advancement officer, ethics and values, research and records, strategic planning, the marketing plan, public relations, image and identity, publications, advertising, enrollment management, internal communications, the development plan, private fund raising, foundations, relations with the corporate sector, alumni programs, public-sector grants, performance contracting, and federal relations.

Sharron, W. Harvey, Jr., ed. *The Community College Foundation.* Washington, DC: National Council for Resource Development, AACJC, 1982. A survey of the development and management of the two-year college foundation, covering the president's role; administrative aspects; and public relations, marketing, and fund-raising strategies for developing a two-year college foundation; 321 pages.

Strand, Bobbie J., and Susan Hunt, eds. *Prospect Research: A How-to Guide.* Washington, DC: Council for Advancement and Support of Education, 1986. The best solicitations occur when the right prospect is asked for the right gift by the right solicitor at the right time in the right way. This how-to guide explains how to reach the 10 percent of your potential donor base who will contribute close to 90 percent of your gift dollars; 150 pages.

*Taft Foundation Reporter, Taft Corporate Giving Directory,* The Taft Group, 5130 MacArthur Blvd., Washington, DC 20016. These yearly publications are comprehensive listings of who funds what in the foundation and corporate worlds.

Trent, Richard L. *Public Relations in the Community College.* Washington, DC: Council for Advancement and Support of Education, 1981. Covers the basics, including external and internal public relations, PR support services, alumni relations, photography and visual communication, printing and distribution, and managing the PR operation; 64 pages.

*Trustees in Fund Raising.* A special issue of CURRENTS that covers all aspects of trustee involvement in development. Includes identifying and cultivating prospective board members, relationships between development officers and trustees, and the role of trustees in fund raising and policy making. Ideal for distribution to your board; April 1981, 40 pages.

*Winning Words: A Volunteer's Guide to Asking for Major Gifts.* An excerpt from CURRENTS created specifically for your volunteers—trustees, alumni, and friends—who will be asking for money, this primer shows them how to prepare for and ask for contributions. It explains the duties of the asker and the civic obligations of the potential donor. It deals with some of the most common questions and excuses that your fund raisers will face. It trains them to avoid or, if necessary, successfully respond to standard evasion tactics; excerpt from November/December 1984, 8 pages.

# Organizations That Can Help

Many organizations can provide material and expertise to help in promoting the two-year college. Those that are listed below can provide immediate help or channel your request to the appropriate source.

**American Association of Community and Junior Colleges (AACJC)**
One Dupont Circle NW, Suite 410
Washington, DC 20036
(202) 293-7050

This is the primary two-year college association and can provide a broad spectrum of services including a directory of member colleges, various newsletters, legislative information, an annual meeting, and publications on special topics.

**Association of Community College Trustees (ACCT)**
1740 N St., NW
Washington, DC 20036
(703) 941-0770

The purpose of this group is to unify trustees in order to give direction to community colleges. ACCT conducts CEO searches and offers board retreats. Other services include a newsletter, books, reports, and an annual meeting.

**Council for Advancement and Support of Education (CASE)**
11 Dupont Circle NW, Suite 400
Washington, DC 20036
(202) 328-5900

More than 2,900 colleges, universities, and independent schools belong to CASE. Representing those member institutions in CASE are institutional advancement professionals, including alumni administrators, communicators (in institutional relations, periodicals, and publications), educational fund raisers, government relations officers, student recruitment specialists, and managers of these areas. CASE's services and activities include conferences and workshops, publications, annual and regional meetings, and a reference service.

**Council for Aid to Education (CFAE)**
680 Fifth Ave.
New York, NY 10019
(212) 541-4050

This group gathers comparative data on financial support of colleges and universities and publishes a comprehensive yearly report, *Voluntary Support of Education*. Included in the report are endowment figures, enrollments, and educational and general budgets.

**Council on Foundations**
1828 L St. NW
Washington, DC 20036
(202) 466-6512

The Council on Foundations maintains current data on the location and asset size of most community foundations and keeps a library of annual reports and other background information. The Council publishes the bimonthly *Foundation News—The Magazine of Philanthropy*, with in-depth coverage of current philanthropic activities and issues as well as regular features on community foundations, corporate giving, and legislation and regulation.

**League for Innovation in the Community College**
25431 Cabot Rd., Suite 203
Laguna Hills, CA 92653
(714) 855-0710

The League seeks to encourage innovation in the two-year college and offers exchanges of materials and innovative programs among faculty and staffs. Services include workshops, publications, an annual meeting, and, for aspiring presidents, an Executive Leadership Institute.

**National Council for Marketing and Public Relations (NCMPR)**
One Dupont Circle NW, Suite 410
Washington, DC 20036
(202) 293-7050

This council provides special services for two-year college public relations specialists who work in the areas of media relations, editing and publications,

coordinating campus and community events, high school/college relations, consumer information, and alumni and governmental relations. It is affiliated with AACJC

**National Council for Resource Development (NCRD)**
One Dupont Circle NW, Suite 410
Washington, DC 20036
(202) 293-7050

The purpose of NCRD is to assist its members in the acquisition of financial resources needed to support educational programs. It is affiliated with AACJC.

**National Society of Fund Raising Executives (NSFRE)**
1101 King St., Suite 3000
Alexandria, VA 22314
(703) 684-0410

This association works with fund raisers in colleges, community groups, and other nonprofit organizations, and can be helpful in the use of the community as a resource. It also offers publications, a reference service, and meetings on various aspects of fund raising.

**Public Relations Society of America (PRSA)**
845 Third Ave.
New York, NY 10022
(212) 826-1750

This group provides specialized information on public relations through professional development workshops. Other services include publications, a referral service, a speakers bureau, and a library.

## Libraries and Reference Centers

**American Council on Education Library and Information Service**
One Dupont Circle, Suite 600
Washington, DC 20036
(202) 939-9405

This reference collection is focused to answer questions in the field of higher education. It contains general reference works, biographical information, indices to periodical literature, and publications issued by the National Center for Education Statistics. The library subscribes to approximately 150 periodicals and can arrange interlibrary loans.

**CASE Reference Center**
11 Dupont Circle NW, Suite 400
Washington, DC 20036
(202) 328-5942

The library at CASE contains many books, dissertations, studies, and how-to materials on advancement topics useful for two-year colleges. The staff can copy from the files excellent examples of plans and brochures from two-year colleges. Help with research projects is a CASE membership benefit.

**ERIC Clearinghouse for Junior Colleges**
University of California
8118 Math Sciences Building
Los Angeles, CA 90024
(213) 825-3931

This is one of 16 federally supported clearinghouses. Its primary function is to gather and disseminate research-based information on two-year colleges. The Clearinghouse can provide copies of studies and programs at other two-year institutions. The system can probably be accessed through your college library.

**The Foundation Center**
79 Fifth Ave.
New York, NY 10003
(212) 620-4230

1001 Connecticut Ave. NW
Washington, DC 20036
(202) 331-1400

The Foundation Center has over 100 cooperating collections around the country and regional offices in New York, Cleveland, San Francisco, and Washington, DC. In addition to its indispensable resource directories—the *Foundation Directory*, the *National Data Book*, and the *Grants Index*—Foundation Center collections include copies of foundation annual reports and the required tax form, the 990-PF, containing information on finances and grants. The Foundation Center's Associates Program entitles members to a toll-free telephone reference service and access to customized searches of the Foundation Center's computerized databases.

**The higher education board of your state**
(listed in the blue pages in your telephone book)

Most state and local boards keep minutes of board actions affecting schools as well as federal laws with which educational institutions must comply.

**National Center for Education Statistics**
Postsecondary Education Statistics Division
555 New Jersey Ave. NW
Washington, DC 20208
(202) 357-6354

This library contains surveys dealing with education from the preschool to the postgraduate level. Survey information is available on number and type of schools, teachers, and students, and on financing education.

**U.S. Department of Education Research Library**
80 F St., Capitol Plaza
Washington, DC 20208
(202) 357-6692

This federally supported collection houses textbooks, manuals on teaching, research studies, and education periodicals. The public can use the materials on site, and the staff will respond to telephone inquiries. The library has a complete collection of the ERIC documents, most of the U.S. Census material, and material from the Educational Testing Service.

COUNCIL FOR ADVANCEMENT
AND SUPORT OF EDUCATION
Suite 400, 11 Dupont Circle
Washington, DC 20036

ERIC Clearinghouse for
Junior Colleges
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